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## UA3/3/1 Classroom Utilization / Projection of Faculty Needs for Fall 1962

Raymond Cravens

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MEMO TO: President Thompson

- I. Classroom Utilization
- II. Projection of Faculty Needs for Fall 1962

WESTERN KENTUCKY STATE COLLEGE  
BOWLING GREEN, KENTUCKY

OFFICE OF  
DEAN OF THE COLLEGE

November 14, 1961

MEMO TO: President Thompson

SUBJECT: Classroom Utilization

Appendix "A" attached is a statistical study of the potential classroom utilization of Cherry Hall. Appendix "B" is a utilization schedule which is applicable to any of our classroom buildings. Utilization figures, which are computed in terms of three-hour courses, indicate that in Cherry Hall the present 11 period step schedule will leave us 4 classrooms short on space next fall.

My study indicates that we are rapidly approaching the utilization ceiling for Cherry Hall. The relocation of one or more of the nine departments presently occupying Cherry Hall should be considered in future facilities planning.

Aside from the construction of new classrooms what are some possible solutions to this problem?

Obviously, our first step should be to expand our classroom schedule by adding additional periods to the week. By adding one additional period we might be able to absorb all anticipated sections next fall; however, we would still have a 95.4 per cent utilization figure and that could prove crucial unless all departments scheduled their classes most efficiently. By adding two additional sections we could lower the utilization percentage to 88 per cent, which is still a very high figure compared with utilization of facilities across the country. All of these projections are based upon a 15 per cent increase in enrollment, a projection which may be quite conservative.

One factor contributing to the expected classroom shortage is the 15-hour teaching load carried by all of our faculty. The chart below illustrates the effect of this factor.

Number of Faculty	Number of Students	Class Size Average with 15 hour teaching load	Class Size Average with 12 hour teaching load	Class sections needed with 15 hour teaching load	Class sections needed with 12 hour teaching load
5	500	20	25	25	20
10	1000	20	25	50	40
15	1500	20	25	75	60
20	2000	20	25	100	80



Assuming that a college with a 12-hour teaching load maintains the same faculty-student ratio as one with 15-hour teaching load, the College with the 12-hour load will achieve a 20 per cent advantage in classroom utilization. If faculty members in selected departments were to assume the same student load as with a 15-hour teaching load, a 12-hour teaching schedule would cut 120 sections from our offerings. Theoretically this is equivalent to more than the use-potential of 10 classrooms using our present step schedule.

The College might want to consider the use of a residence near the College as a Seminar Center. Three years ago during my visit to Indiana University, I discovered that a number of large former residences were being used to house several of the University's departments. Obviously houses such as the one adjoining the Ogden Campus on State Street or the Nahm house on College Street would need extensive renovation for regular college classes; however, without much renovation, most of these residences could probably be adapted for small classes and seminars and for faculty office space, at least for temporary use.

The establishment of a Seminar Center could greatly relieve our classroom shortage. Assuming that the College were to discontinue, as a general rule, the scheduling of small upper division classes in rooms designed for 35-45 students, and that most of these small classes were to be transferred to a Seminar Center; the increase of classroom space, especially in Cherry and Ogden Halls would be considerable. This semester there are over 50 small classes meeting in Cherry Hall, and there would be double that were it not for the fact that so many of the junior and senior classes have over 30 students in them. (In the History and English Departments several of our upper division classes are as large as freshman sections.) By moving these small classes, almost all of which are meeting in standard classrooms, the College would achieve a substantial increase in classroom utilization. When proper scheduling is achieved 10 seminar rooms holding up to 20-25 students are as valuable as 10 regular classrooms. Moreover most instructors prefer the more informal atmosphere of a seminar room for small advanced classes.

Specifically, I want to submit two recommendations to you. First, I recommend that the College require department heads occupying space outside of Cherry Hall to prepare utilization charts along with their semester schedules. The Dean's Office prepares one each semester on Cherry Hall. These utilization charts should be filed with the Dean who would then be able to assign vacant rooms on the basis of needs. These charts would also enable us to accurately survey the whole campus in regard to classroom utilization.

Second, I think that each department head should be written a letter by the President outlining the College's policy concerning room assignments. Some department heads have a feeling of proprietorship toward their rooms even when they are not in use. One department head refused to permit 12 chairs to be moved into one of "his" rooms this semester, so I had to intervene personally. I would recommend that all rooms be reassigned to all departments on a first priority for scheduling basis. Moreover, no department head should be permitted to "loan" one of "his" rooms

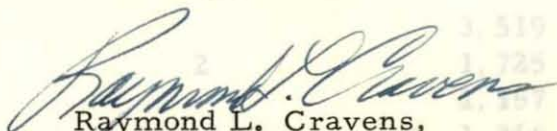


Page 3  
November 14, 1961  
President Thompson

rooms to another department head unless such action is cleared with the Dean's secretary and properly noted on the building utilization chart.

Perhaps we will have time to discuss the classroom utilization situation during our stay in Miami.

Sincerely yours,

  
Raymond L. Cravens,  
Dean of the College

English	7	3,519	4,047	10
Education	5	1,725	1,983	55
Economics & Sociology	5	1,157	1,370	36
History	5	1,366	1,571	35
Mathematics **	4	1,474	1,695	44
Foreign Languages	4	628	722	24
Geography & Geology	3	760	874	25
Philosophy	1	125	144	5
Art	1	758	872	5
Psychology	3	1,028	1,182	16
Classrooms Unassigned	5			
TOTALS	44	11		340

RLC:cg

Enclosures

\* Based on 15 per cent increase

\*\* Classroom utilization in Mathematics Department is complicated by four and five hour

\*\*\* 45.5 sections equal approximately 5 faculty members.

\*\*\*\* 13.5 sections equal approximately 13 faculty members.

## APPENDIX "A"

STUDY OF CLASSROOM UTILIZATION  
AND POTENTIAL CLASSROOM UTILIZATION OF CHERRY HALL

Department	Number of Classrooms in use	Laboratories in use	Enrollment Fall 1961	Anticipated Enrollment Fall 1962 *	Sections Fall 1961	Anticipated Sections Fall 1962	Potential Classroom Utilization with 12- period week	Potential Classroom Utilization with 13- period week	Plus or minus Utilization in terms of sections - 12-period week	Plus or Minus Utilization in terms of sections - 13-period week
English	7		3,519	4,047	101	129.5	84	91	-45.5	-38.5
Education	5	2	1,725	1,983	55	85	60	65	-25.	-20.
Economics & Sociology	5		1,157	1,330	36	56	60	65	+4	+9
History	5		1,366	1,571	35	55	60	65	+5	+10
Mathematics **	4		1,474	1,695	44**	64**	48	52	-16	-12
Foreign Languages	4	1	628	722	28	35	48	52	+13	+17
Geography & Geology	3	2	760	874	26	31	36	39	+5	+8
Penmanship	1		125	144	5	5	12	13	+7	+8
Art	1	6	758	872		Inapplicable		39	+16	+19
Psychology	3		1,028	1,182	16	20	36	39	+16	+19
Classrooms Unassigned	5						60	65	+60	+65
TOTALS	44	11			346	480	504	546	+23.5 ***	+65.5 ****

\* Based on 15 per cent increase

\*\* Classroom utilization in Mathematics Department is complicated by four and five hour classes.

\*\*\* 23.5 sections equal approximately 5 faculty members.

\*\*\*\* 65.5 sections equal approximately 13 faculty members.



WESTERN KENTUCKY STATE COLLEGE  
BOWLING GREEN, KENTUCKY

OFFICE OF  
DEAN OF THE COLLEGE

November 14, 1961

MEMO TO: President Thompson

SUBJECT: Projections of Faculty Needs for Fall 1962

The appendices which I am enclosing represent my best thinking on the matter of faculty needs of the next school year. In line with your instructions, I have projected all enrollments on the basis of a 15 per cent increase in enrollment, a figure which is probably conservative. Although, I have devoted a great deal of time to these projections, I realize that they may not be budgetarily feasible.

If we assume a 15 per cent increase in our full-time equivalent students we get the following figure:

$$\begin{array}{r} 3929 \\ .15\% \\ \hline 584.3 + 3929 = 4513 \text{ FTE} - 1962 \end{array}$$

On the basis of my recommendations for additional faculty the student-teacher ratio would be computed thus:

$$\begin{array}{r} 4513 \text{ projected full-time equivalents based on a 15\% enrollment increase} \\ -225 \text{ 5\% enrollment adjustment (Southern Association computation)} \\ \hline 4288 \text{ Adjusted full-time equivalents} \end{array}$$

$$\begin{array}{r} 4288 - \text{Adjusted full-time equivalents} \\ 132 + 57.5 + 10 = 21.9 - \text{faculty student ratio} \end{array}$$

Present Faculty      New Faculty      Faculty Equivalents — (Graduate Assistants, Special Instructors, etc.)

This ratio is still slightly at variance with the 20-to-1 standard of the Southern Association, but it seems to me to be about the best we can do under the circumstances. In a separate memorandum on classroom utilization, I point out that from the standpoint of available classrooms the College would have difficulty absorbing very many more instructors in the Cherry Hall area. I have not had time to survey the other buildings.

Page 2

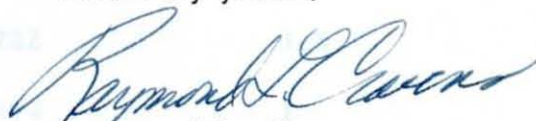
November 14, 1961

President Thompson

In Appendix "A" I have attempted to project our enrollment assuming a 15 per cent increase and have made specific recommendations regarding faculty additions. I have also shown the average student load for the current semester and the anticipated student load for next fall.

Appendix "B" is both a cost breakdown and a suggested recruiting guide based on professorial rank. Appendix "C" is a detailed listing of the recommendations summarized in Appendix "B". Appendices "D" and "E" were constructed to help in the preparation of Appendix "B". I include them merely for information purposes.

Sincerely yours,

  
Raymond L. Cravens,  
Dean of the College

RLC:cg

Enclosures:

- Appendix A - Enrollment and Faculty Projections
- Appendix B - Summary of New Faculty Recommendations
- Appendix C - Elaboration of New Faculty Recommendations
- Appendices D and E - Salary Schedules



APPENDIX "B"  
SUMMARY OF NEW FACULTY RECOMMENDATIONS

APPENDIX "A"  
ENROLLMENT AND FACULTY PROJECTIONS

Department	Projected Enrollment	New Faculty *	New Average Student Load
Art	872	1	154.5
Biology	2172	5	163.
Business	700	4	100.
Chemistry	1140	1	175.
Economics	684	3	114.
Education	1983	6	104.
English	4027	10.5	130.
Foreign Languages	722	1.5	117.
Geography & Geology	874	1	151.5
Government	447	2	111.75
History	1571	5	130.
Industrial Arts	554	2	84.
Mathematics	1695	5	130.5
Philosophy	---	1	125.
Physical Education	1985	2	---
Physics	623	1	120.
Psychology	1182	2	197.
Sociology	608	3.5	101.
TOTAL		57.5	
Sociology			
Undesignated			

\* Includes 12 new faculty members for second semester of 1961-62 school year.

1Dr. Czerwinsky  
2Dr. Brashear  
3Dr. Crowe

# APPENDIX "B"

## SUMMARY OF NEW FACULTY RECOMMENDATIONS

Department	5,800-6,000 Instructor	6,500-7,500 Asst. Professor	8,000-8,500 Assoc. Professor	8,800 Professor
Art		A. 1 at 7,500		
Biology	A. 3 at 18,000	B. 1 at 7,500	C. 1 at 8,000	
Business	A. 2 at 12,500		B. 2 at 16,000	
Chemistry	A. 1 at 6,500			
Economics	A. 1 at 6,000	B. 1 at 7,000	C. 1 at 8,000	
Education <sup>1</sup>	A. 1 at 6,000 B. 2 at 13,000		C. 2 at 16,000	D. 1 at 8,800
English	A. 6 at 36,000	C. 1 at 7,500	D. 1 at 4,000 <sup>1</sup>	E. 1 at 8,800
Speech	B. 1 at 6,000			
Journalism	B. 1 at 6,000			
Foreign Language		A. 1 at 7,500	B. 1 at 4,000 <sup>1</sup>	
Geography & Geol.			A. 1 at 8,000	
Government		A. 1 at 7,500	B. 1 at 8,000 <sup>2</sup>	
History	A. 4 at 24,500		B. 1 at 8,000 <sup>3</sup>	
Industrial Arts	A. 1 at 6,000	A. 1 at 7,000		
Mathematics	A. 4 at 26,000		B. 1 at 8,500	
Philosophy			A. 1 at 8,000	
Physical Education	A. 1 at 6,000	B. 1 at 7,500		
Physics			A. 1 at 8,500	
Psychology	A. 1 at 6,000	B. 1 at 7,500		
Sociology	A. 2.5 at 15,000		B. 1 at 8,000	
Undesignated			A. 1 at 8,000	
TOTALS	31.5 -- 193,500	9 -- 66,500	15 -- 113,000	2 -- 17,600

<sup>1</sup>Dr. Czerwinsky

<sup>2</sup>Dr. Brashear

<sup>3</sup>Dr. Crowe



## APPENDIX C

### Elaboration On New Faculty Recommendations

#### I. ART -

A. I envision this position as one divided between the elementary art program in the Training School and the college art education classes. We have an interested applicant, Dr. Dana Johnson, whom we considered last year.

#### II. BIOLOGY -

A. Three instructors for freshman-sophomore courses.

B. One assistant professor is listed. Mr. William Banks, Ph.D. candidate in science-education at Ohio State, who was referred to us by Dr. Hourigan, is interested in coming for an interview. His credentials have not as yet arrived. Since we need to expand our Training School science program, a person like Mr. Banks would be ideal to teach biology, science-education, and one or two Training School science courses. He is looking for this type of position.

C. The associate professor would be a Ph.D. in the areas of botany and/or bio-chemistry. It is possible that we could bring in a Ph.D. half-time in agriculture and biology thereby releasing Dr. Baxter to teach some of our advanced botany courses.

#### III. BUSINESS -

A. Two instructors to teach freshman-sophomore sections in accounting, typing, etc. will be needed.

B. Two individuals at the Ph D. level will be needed to support our advanced courses in Business.

#### IV. CHEMISTRY -

A. One instructor for Freshman chemistry. Dr. McNally prefers to wait until next fall rather than bring someone in the second semester.

#### V. ECONOMICS -

A. One instructor for sophomore level economics courses.

B. Mr. Wayne Dobson.

C. There is a possibility that we will be able to get a Ph.D in economics, someone like Mr. Coleberg who wrote to you recently. Otherwise this position could be transferred to the instructorship level.

#### VI. EDUCATION -

A. One instructor's position is contemplated as a student teacher supervisor.

B. Two instructors are viewed as generalists who would teach at two or three study centers as a part of their regular course load.

C. The two associate professors would include a specialist in reading and a specialist in curriculum.



D. The full professor would be a superintendent of schools from a good system who would teach our graduate courses for superintendents as well as regular undergraduate courses.

## VII. ENGLISH -

A. Five instructors for freshman-sophomore level. Two of these instructors are to assume classes being taught this semester by special instructors, and three of them are supplemental.

B. Two additional instructors are recommended, one to enable us to release Mrs. Dixon to teach almost full-time in speech, and one full-time instructor to assist Miss Richards in Journalism and to expand our course offering there.

C. One assistant professor is listed. This would be a beginning or inexperienced Ph. D.

D. One half-time associate professor is recommended. I am hoping that Mr. Czerwinsky will be available this year. He is now in Russia, but wrote last year that he was still interested in Western.

E. One full professor is recommended to bolster our upper division and graduate instruction.

## VIII. FOREIGN LANGUAGE -

A. The assistant professor's position would absorb the increased enrollment in Spanish and German. Dr. Hatcher has a former student who might be interested in this position when he finishes the Ph. D. this June.

B. The one-half associate professor is Mr. Czerwinsky, who could teach Russian one-half time. If we were to hire Mr. Czerwinsky, he and Mr. Little would give us sufficient strength in Russian that we could begin giving consideration to the inauguration of a minor in that language.

## IX. GEOGRAPHY AND GEOLOGY -

A. The assistant professor recommended would be a physical geographer who could teach geology one-half time. The geography enrollment figure which I presented to you recently was incorrect. The Geography department actually had a substantial increase of 130 students over last year.

## X. GOVERNMENT -

A. An assistant professor's position is recommended. This person would help with the freshman-sophomore sections and would teach comparative government and constitutional law. Dr. Jenkins met a very fine prospect for such a position during his attendance at Gatlinburg of the Southern Political Science Association Convention. The prospect is Mrs. Ida Martin Chiaruviglio, a graduate of Berea College, who is quite interested in Western. Her husband who has a Ph. D. in philosophy is also interested in Western. I plan to interview them when I visit Emory University on November 27.

B. I would recommend that the associate professor's position be filled by Dr. Brashear from Carson-Newman, who is well qualified to teach our advanced courses in theory and international relations, and freshman-sophomore courses in government. I understand that he is definitely interested in returning to Western.



XI. HISTORY -

- A. Four instructors will be needed to help with the very large freshman-sophomore enrollment in history.
- B. I would recommend that we hire Dr. J. C. Crowe, who is presently at Kentucky Wesleyan, who is one of our graduates, and who is quite anxious to come to Western.

XII. INDUSTRIAL ARTS -

- A. The two positions in Industrial Arts should be filled by individuals who would contribute to the development of the industrial technician's curriculum and engineering technician's curriculum.

XIII. MATHEMATICS -

- A. Four instructors in mathematics will be needed to absorb the increased enrollment and to lower the present average class size.
- B. One associate professor at the Ph.D. level would add strength to our upper division and graduate offerings.

XIV. PSYCHOLOGY -

- A. The instructor in psychology will be needed the second semester of this school year to assume the additional enrollment and the classes Dr. Jagers is now teaching. As you know we had originally counted upon having Miss Cave back the second semester.
- B. The assistant or associate professor's position would be Miss Lourine Cave.

XV. PHYSICAL EDUCATION -

- A. The instructor's position would help us absorb the rapidly increasing enrollment in Physical Education. He could also help us organize larger intramural sports programs.
- B. The assistant professor should be a Ph.D. to bolster our upper division and graduate course offerings.

XVI. PHYSICS -

- A. The associate professor would be the Ph.D. we have been seeking for over a year.

XVII. PHILOSOPHY -

- A. The associate professor would be a Ph.D. who would teach the courses in philosophy which Dr. Moore has gotten off to such a good start. Dr. Chiaruviglio from Emory University is a prospect.

## XVIII. SOCIOLOGY -

A. Two instructors would be added to absorb the anticipated increase in enrollment and the one-half instructor would be Mr. Roy Hedges when and if he receives his Masters degree.

B. The associate professor would be an anthropologist who could also teach regular sociology courses at any level.

## XIX. UNDESIGNATED -

A. I am recommending that one undesignated position be budgeted in the event that we may want to bring in an unusually fine looking prospect who does not fit any of the above recommendations.

## Increment Schedule

Instructors	300	324	348	372
Asst. Prof.	336	360	384	408
Assoc. Prof.	396	420	444	468
Professors	408	432	456	480

## Salary Range

5808 - 7152 -- Instructors  
 6804 - 8292 -- Asst. Prof.  
 7800 - 9900 -- Assoc. Prof.  
 8808 - 10584 -- Professor



# APPENDIX "D"

## APPENDIX "E"

	I	II	III	IV	V
Instructor	5808	6108	6432	6780	7152
	+300	+324	+348	+372	
Asst. Prof.	6804	7140	7500	7884	8292
Instructors	+336	+360	+384	+408	7080
	300	312	324	336	
Assoc. Prof.	7800	8172	8988	9432	9900
Asst. Prof.	+396	+420	+444	+468	8208
	324	336	348	360	
Professor	8808	9216	9648	10104	10584
Assoc. Prof.	+408	+432	+456	+480	+504
	348	360	372	384	

Professor	8808	9180	9564	9960	10368
	372			408	420

### Increment Schedule

Instructors	300	324	348	372
Asst. Prof.	336	360	384	408
Assoc. Prof.	396	420	444	468
Professors	408	432	456	480

Instructors	300	312	324	336
Asst. Prof.	324	336	348	360
Assoc. Prof.	348			
Professor	372	384	396	408

### Salary Range

5808 - 7152 -- Instructors  
 6804 - 8292 -- Asst. Prof.  
 7800 - 9900 -- Assoc. Prof.  
 8808 - 10584 -- Professor  
 5808 - 7080 -- Instructors  
 6840 - 8208 -- Asst. Prof.  
 7800 - 9264 -- Assoc. Prof.  
 8808 - 10368 -- Professor

# APPENDIX "E"

	I	II	III	IV	V
Instructors	5808 300	6108 312	6420 324	6744 336	7080
Asst. Prof.	6840 324	7164 336	7500 348	7848 360	8208
Assoc. Prof.	7800 348	8148 360	8508 372	8880 384	9264
Professor	8808 372	9180 384	9564 396	9960 408	10368 420

## Increment Schedule

Instructors	300	312	324	336
Asst. Prof.	324	336	348	360
Assoc. Prof.	348	360	372	384
Professor	372	384	396	408

## Salary Range

5808 - 7080 -- Instructors  
 6840 - 8208 -- Asst. Prof.  
 7800 - 9264 -- Assoc. Prof.  
 8808 - 10368 -- Professor